

**THE CORRELATION BETWEEN PREPOSITIONS MASTERY  
AND ABILITY IN WRITING RECOUNT TEXT OF THE  
FIRST YEAR STUDENTS AT STATE JUNIOR HIGH  
SCHOOL 1 XIII KOTO KAMPAR  
KAMPAR REGENCY**



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PEKANBARU  
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A Thesis

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(S.Pd.)



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## **ABSTRACT**

**Ela Novita Sari (2012):The Correlation between Prepositions Mastery and Ability in Writing Recount Text of the First Year Students at State Junior High School 1 XIII Koto Kampar Kampar Regency.**

Based on the writer's preliminary study, it was found that most of the students' writing ability was still less than enough. This problem was caused some factors. For example, some of students could not use prepositions in their writing, So the writer was interested in carrying out the research about this problem.

The research was administered at State Junior High School 1 XIII Koto Kampar Regency. The subject of the research was the first year students at Islamic State Junior High School 1 XIII Koto Kampar Regency, and the object of this research was to find out the correlation between Prepositions mastery and recount text writing ability at the first year students of State Junior High School 1 XIII Koto Kampar. This research design is correlational study.

The population of this research was 45 students and the sample was all of the population. In collecting the data, the writer used test for both of the variables in this research. Before the test of preposition was given to the sample the researcher gave the try out. The writer also gave the test of recount text writing ability.

In analyzing the data, the scores were analyzed by using Pearson Product Moment Formula by using SPSS 16.0 version. From the research findings, the score of Pearson Product Moment ( $r$ ) is 0.306 and it compared to  $r$  table at 5%, ( $0.288 < 0.306$ ). It can be concluded that  $H_0$  was rejected and  $H_a$  was accepted. The conclusion are that, there is a significant correlation between prepositions mastery and recount text writing ability at the first year students of State Junior High School 1 XIII Koto Kampar Kampar Regency, the students' preposition mastery was categorized into enough level, and the students' Recount text writing ability was categorized into enough level too. Finally, the suggestions are that writing Recount text should be focused on using prepositions in order that the generic structure and generic feature of the text can be achieved.

## **ABSTRAK**

**Ela Novita Sari (2012): Hubungan antara Penguasaan Kata Depan dan Kemampuan Menulis Teks recount Siswa Kelas VII SMPN 1 XIII Koto Kampar Kabupaten Kampar.**

Berdasarkan studi pendahuluan penulis, ditemukan bahwa sebahagian besar hasil menulis pada siswa masih rendah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebahagian siswa tidak bisa menggunakan kata depan dituliskan mereka. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMPN 1 XIII Koto Kampar Kabupaten Kampar. Subjek dari penelitian ini adalah pada siswa kelas VII SMPN 1 XIII Koto Kampar Kabupaten Kampar, dan objek dari penelitian ini adalah untuk mencari hubungan antara penguasaan kata depan dan kemampuan menulis teks recount siswa kelas VII SMPN 1 XIII Koto Kampar. Adapun jenis penelitian adalah penelitian korelasi.

Jumlah populasinya adalah 45 siswa dan jumlah sampelnya adalah seluruh jumlah populasi. Dalam pengumpulan data, penulis menggunakan tes untuk masing-masing variabel. Sebelum tes penguasaan kata depan diberikan kepada sampel, penulis melakukan uji coba. Penulis juga memberikan tes kemampuan menulis teks recount.

Dalam menganalisa data, nilai dianalisa menggunakan rumus Pearson Product Moment melalui SPSS 16.0. Dari hasil temuan, nilai Pearson Product Moment ( $r$ ) adalah 0.306 dan ini dibandingkan dengan  $r$  table pada skala 5%, jadi  $0.288 < 0.306$ . Dapat diartikan  $H_0$  ditolak dan  $H_a$  diterima. Kesimpulannya adalah ada pengaruh yang signifikan antara penguasaan kata depan dan kemampuan menulis teks recount siswa kelas VII SMPN 1 XIII Koto Kampar Kabupaten Kampar, penguasaan kata depan siswa dikategorikan kedalam tingkatan cukup dan kemampuan menulis teks recount siswa dikategorikan kedalam tingkatan cukup juga. Akhirnya, saran dari penelitian ini adalah, penulisan teks recount harus meperhatikan kata depan supaya susunan dan ciri-ciri teks dapat tercapai

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## CHAPTER 1

### INTRODUCTION

#### A. The Background of the Problem

Teaching English as a foreign language demands students to be master in four skills of English subject. They are speaking, listening, reading and writing. Writing is the important one. According to School Based Curriculum<sup>1</sup>, the main goal of the curriculum is that students learning English are able to communicate in English, either spoken or written. In producing good writing, most of the people have the difficulties in doing it. They not only master five aspects of writing but also master to communicate to the readers. The five aspects of writing are content, form, grammar, style, and mechanics.<sup>2</sup> On the other hand, some of people have difficulties in expressing their ideas clearly to the readers, so they cannot communicate to the reader. They do not get the essential of writing as a communication. It is supported by Hughey, et al. writing is one of the essential forms of communication.<sup>3</sup>

The existence of mastery grammar in writing is very important. Grammar is a technology useful in its role of helping the process of writing consciously for students. One of them is prepositions. According to Harmer prepositions is a word or group of words which is used to show the way in which other words are

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<sup>1</sup> Departemen Pendidikan Nasional. *Model Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP dan MTS*. (Solo: PT. Tiga Serangkai. 2006). P. 13

<sup>2</sup> M. syafi'I, M. Fauzan Ansyari and Jonri Kasdi. *The Effective Paragraph Developments: the Process of Writing for Classroom Settings*. (Pekanbaru: LBSI. 2007). P.113

<sup>3</sup> Arthur Hughey, Jane B., et al. *Teaching ESL Composition: Principles and Techniques*. (Rowley, Massachusetts: Newbury House Publishers, Inc. 1983). P.33-34

connected.<sup>4</sup> Preposition as a medium how word or sentences meaningful sense. It can express meaning of place (e.g at the corner) and meaning of time (e.g before now).

For the first Junior High School syllabus, the basic competence of writing is expressing the meaning and rhetorical steps accurately and fluently by using written language in daily life context in simple narrative, descriptive and recount.<sup>5</sup> Recount is a report of event or activity in the past. For the junior high school students, it shows that recount is categorized into personal retellings such are holiday, past experience, unforgettable past experience.<sup>6</sup> Structure of the text recount includes orientation, this part gives information about who, what, when, and where it happens. In indicate time and place of events students need prepositions. The use of good prepositions determines the good recount text writing. Because prepositions will give more information when and where events take place. Supported by George prepositions usually indicate relationship such as place and time.<sup>7</sup> Therefore, prepositions is needed in recount text.

State Junior High School 1 XIII Koto Kampar is one of the schools that has applied School Based Curriculum. The time allocation of English subject is taught twice a week with duration of time 40 minutes for one meeting. It means that the first year students at State Junior High School 1 XIII Koto Kampar have learned recount text and the material that will be achieved. Based on the writer's

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<sup>4</sup> Jeremy Harmer. *How to Teach English: An introduction to the practice of English language teaching* (Great Britain: Longman Group UK Limited. 2000). p. 37

<sup>5</sup> Departemen Pendidikan Nasional. Op.Cit. P. 32

<sup>6</sup> Tim Penyusun. *Pemetaan Materi Pembelajaran SMP 2011*.( unpublished:2011)

<sup>7</sup> George E. Wishon. et.al., *Let's Write English*). Revised Edition. (New York: Litton Educational Publishing Inc. 1980) p.288

preliminary study at State Junior High School 1 XIII Koto Kampar Regency on April, 2011, the writer found some problems faced by the students in leaning English especially in writing. Some of the students of State Junior High School 1 XIII Koto Kampar Regency did not know how to construct prepositions in the sentence. Some of students were difficult to put prepositions in their writing. They do not understand about where and how to put position of some prepositions in writing. Therefore, some of them got low scores in writing practice. The result is that students hate to write, they only write the required in order to be able to set for the achievement of routine exams.<sup>8</sup>

Based on statement above, writer concludes that there are some problems faced by the students in writing recount text. Those problems can be explained in these phenomena below:

1. Some of the students are not able to use prepositions in their recount
2. Some of the students are not able to use action verb in the past.
3. Some of the students write the recount text without using the generic structure of recount text.
4. Some of the students are not able to use the past tense.

Based on phenomena above, writer is interested in carrying out a research entitled: “THE CORRELATION BETWEEN PREPOSITIONS MASTERY AND ABILITY IN WRITING RECOUNT TEXT OF THE FIRST YEAR STUDENTS AT STATE JUNIOR HIGH SCHOOL 1 XIII KOTO KAMPAR KAMPAR REGENCY”

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<sup>8</sup> Interview Data from the Teacher of English of SMPN 1 XIII Koto Kampar

## B. The Definitions of the Terms

To avoid misunderstanding and misinterpretation of the terms used in this research, it is necessary to define the terms clearly as in the following:

1. Correlation is connection between two things in which one thing changes as the other does.<sup>9</sup> Richard says that correlation is a measure of the strength of the relationship between two sets of data.<sup>10</sup> Correlation in this research is correlating between preposition mastery and ability in writing recount text. Where variable X is prepositions as independent variable and variable Y is ability in writing recount text as dependent variable.
2. Mastery means an individualized and diagnostic approach to teaching in which students proceeds with studying and testing at their own rate in order to achieve a prescribed level of success.<sup>11</sup> In this research, mastery refers to prepositions mastery.
3. Prepositions is a word used with nouns, pronouns and gerunds to link grammatically to other words. Prepositions may express such meanings as possession, direction, place and time.<sup>12</sup> In recount text is needed as additional information where and when events take place.
4. Recount is text that consists of sequence a series of events.<sup>13</sup> It is used to tell past events for the purpose of informing or entertaining. Its focus is on

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<sup>9</sup> Hornby, AS. *Oxford Advanced Learner's Dictionary*. (England .2002). p.15

<sup>10</sup> Richards, Jack C., et al. *Longman Dictionary of Applied Linguistics*. Third Edition (New York: Pearson Education, 2002). p.89

<sup>11</sup> Richard, Jack C., et al. Op.Cit. p.221

<sup>12</sup> Ibid. p.286

<sup>13</sup> Peter Knapp and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. (Sidney: University of New South Wales Press Ltd. 2005). P.223

a sequence event. In this research, recount text is the students' idea in written language about telling past experience.

5. Writing is a system of symbols which represent the sounds, syllables, and words of a language.<sup>14</sup> Writing ability is ability of someone in producing sound, syllables, and words of a language in form of written language. In this research, writing is the students' ability in producing the recount text as the written language.

### **C. The Problem**

#### **1. Identification of the Problem**

Based on the background and the phenomena in writing recount text encountered by the students, thus the problems of this research are identified in the following identifications:

- a. Why are some of the students sometimes unable to use prepositions in writing recount text?
- b. Why are some students unable to use the past tense?
- c. Why are some of the students unable to use the action verb in the past?
- d. What factors make some of the students write the recount text without using the generic structure of recount text?
- e. How is students' ability in writing recount text?
- f. How is the students' ability in using generic structure in writing recount text?

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<sup>14</sup>H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hal, Inc. 1994) p. 347

## **2. Limitation of the Problem**

Based on the identifications of the problems stated above, thus the problems of the research are limited to a). Students' ability in writing recount text, b). Students' prepositions of time and place mastery.

## **3. Formulation of the Problem**

Since the research is focused on prepositions of time and place mastery and the ability in writing recount text, therefore the formulation of the problem is discussed in following research questions:

- a). How is the students' prepositions of time and place mastery at State Junior High School 1 XIII Koto Kampar?
- b). How is the students' recount text ability at State Junior High School 1 XIII Koto kampar?
- c). Is there any significant correlation between students' prepositions of time and place mastery and writing recount text ability at State Junior High School 1 XIII Koto Kampar?

## **D. The Objectives and the Significance of the Research**

### **1. The Objectives of the Research**

- a. To know the correlation between prepositions mastery and writing recount text ability of the first year students at State Junior High School 1 XIII Koto Kampar.
- b. To know the students' ability in writing recount text at State Junior High School 1 XIII Koto Kampar.

- c. To know whether or not there is significant correlation between prepositions mastery and writing recount text ability at State Junior High School 1 XIII Koto Kampar.

## **2. The Significance of the Research**

- a. For teachers especially teachers at State Junior High School 1 XIII Koto Kampar, the finding of the research will inform them about grammatical components to be given emphasis to assist students to write a grammatically accurate recount text.
- b. For the students, they can be motivated to practice more than they did before and they are encouraged to learn grammar seriously so that they can work with various text types without many difficulties.
- c. For the readers, it can inform them about the correlation between prepositions mastery and ability in writing recount text.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Writing

In our country, the switch of language learning target is primarily shown by the development of the new competence-based curriculum. The important aspect of school-based curriculum is communicative competence. It means that the language learning is directed towards the achievement of communicative competence so that the students can communicate in English either spoken or written.

Theoretically, writing and speaking are productive skill.<sup>15</sup> Writing is medium to express opinion, ideas and what we are thinking in form of written language. It involves an active process to organize and formulate the ideas or feeling on the paper, so that the reader can follow the writer's message. Most of the people like writing but most of them say that writing is difficult job. It is not only about expression but also to conveying the reader to follow us. At least, the reader will enjoy our writing. Although speaking and writing are productive skill but they are not the same. Writing has three distinct advantages over speaking:<sup>16</sup>

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<sup>15</sup> Jhon Haycraft. *An Introduction to English Language Teaching*. (Singapore : Longman Singapore Publisher, Pte Ltd. 1978). p.8.

<sup>16</sup> Tim Penyusun, *Writing Skills Success in Twenty Minutes a Day: Third Edition*. (New York : Learning Express LLC. 2005).p. VIII

- a. In writing, you can take it back. The spoken word, however, cannot be revised. Once you make a statement verbally, it affects your listeners in a particular way and you cannot “take it back” or rephrase it to the point that the first statement is forgotten. However, if you write a statement and, after looking at it, realize that it sounds offensive or incorrect, you can revise it before giving it to the intended audience. Writing is a careful, thoughtful way of communicating.
- b. Writing forces you to clarify your thoughts. If you are having trouble in writing, it is common because you are not yet finished with the thinking part. Sometimes, just sitting down and writing whatever on your mind helps you discover and organize what you think.
- c. Another advantage is permanence. Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred their exact, original form. Spoken ideas rely upon the sometimes inaccurate memories of other people

Writing is one of the language skills that has three aspects that cannot be separated. They are semantic that tells us something about meaning of words, pragmatics tells us about which of several meaning to assign given in the context, and grammar tells us the structure of the language.<sup>17</sup> Grammar is one of the important aspects to produce good writing. Because grammar is description of word where they

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<sup>17</sup>H. Douglas Brown. Op.Cit. p. 420

can change their form and can be combined into sentences in the language.<sup>18</sup> This means that grammar will guide us how construct a sentence (verb, adverb, word order, etc.). In other words, grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.<sup>19</sup> It means that grammar has function to give coherence such as time and place that can be defined clearly.

Grenville say that in writing, you also need to focus the purpose and audience of writing.<sup>20</sup> The purposes of writing are as follows:

1) To inform

The writer generally explains or describes an idea, a process, an event, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes.

2) To Persuade

A writer tries to change the audience or behave differently. In this sense, the writer appeals to the readers' logic or emotion

3) To Entertain

The writer gives some efforts to make the reader laughed, smiled, fascinated, surprised or even angry.

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<sup>18</sup> Jeremy Harmer. *The Practice English Language Teaching*. (Great Britain: Logman Group UK Limited, 2000). p. 12

<sup>19</sup> H. Douglas Brown. Op.Cit. p.420

<sup>20</sup> Kate Grenville. *Writing from Start to Finish: A six-Step Guide*. (Australia: Allen & Unwin, 2001). p. 1-2

Based on the purposes stated by Grenville above, the researcher concludes that the writing we make should inform something to its readers. In addition, the writing is hoped that it can influence the reader's mind. In this case, it can persuade or entertain them.

In producing good writing, we must master in five aspect of writing. Jacob divides them into 5 categories.<sup>21</sup>

1. Content. The writers must have an ability to think creatively to develop their ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic.
2. Organization. The writers have fluent expression following the ideas, clearly stated or supported well relationship between paragraphs, logical and sequencing.
3. Vocabulary. The writers have a lot of words and idioms to convey intended information, attitudes and feelings.
4. Language use. The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions.
5. Mechanics. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

In process of writing, there are some techniques that can be used to develop it. Langan divides four techniques that can be used to develop writing.<sup>22</sup>

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<sup>21</sup> M. syafi'I, M. Fauzan Ansyari and Jonri Kasdi. Loc.Cit. P.113

a. Brainstorming,

This stage the teacher will ask students about ideas they want to write.

b. Free writing

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started.

c. Making list

This stage the students will generate details as possible to write.

d. Preparing a scratch outline

This stage students think the exact items that support their writing.

## 2. Recount Text Writing

Recount is a report of event or activity in the past.<sup>22</sup> Recount as a one of the factual texts can be about familiar and every day things or events. It is to inform or to entertain the readers. A recount text consist of following structure: orientation, record of events, and reorientation.

a. Orientation

This stage is usually present the background information that is needed to understand the text. It is the starting point or the introduction in which the writer introduces the participants involved in the event, when and where it happened.

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<sup>22</sup> M. syafi'i S., *From Paragraph to Research Proposal Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI. 2007) p.173

<sup>23</sup> Tim Penyusun. *English K-6 Modules*. Op.Cit. P.29

b. Record of events

This stage is actually the main point of a recount. Everything happened in the event is presented one after another in a chronological sequence.

c. Reorientation

Reorientation that rounds off the sequence of events.

According to Modul English 6 K<sup>24</sup> Generic features of recount are:

1. The use of nouns and pronouns to identify people, animals or things involved;
2. The use of action verb refers to events;
3. The use of past tense locates events in relation to writer's time;
4. The use of conjunction and time connectives to sequence the events;
5. The use of preposition to indicate place and time;
6. The use of adjectives to describe nouns.

a).The purpose of recount text

Recounts tells what happened. The purpose a recount is to document a series of events and evaluate their significance in some way. The purpose of the literacy or story recount is to tell a sequence of events so that it entertains. The story recount has expression of attitude and feeling, usually made by the narrator about the events.

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<sup>24</sup> Ibid.

### b). The Example of Recount Text

#### Example

##### **Orientation**

On Saturday I went to a party. It was Jane's birthday.

##### **Events**

She invited some kids from the neighbourhood. One of them was Robet, no one liked robet, but we tried to be nice. Robet tried to behave too. He danced with Jane and looked happy.

##### **Re-orientation**

Every one enjoyed the party. It was a nice one

Taken from kurikulum 2004 p.32

### 3. Prepositions Mastery

According to Peter Knapp, prepositions locate nouns, pronouns and noun groups in time, space or circumstance.<sup>25</sup> In the meantime Marcella Frank classified the use of prepositions based on their physical relationship.<sup>26</sup>

- a. Physical Relationship, which consist of prepositions of time, place, position, and direction are as follows:

#### 1.Prepositions of Time

<sup>25</sup> Peter Knapp and Megan Watkins. Op. Cit. P.60

<sup>26</sup> Marcella Frank. *Modern English: A Practical Reference Guide*. (New Jersey: Prentice Hall. Inc. 1972). P.164-171

### One point of Time

<b>At</b>	(a) We have class <u>at</u> one o'clock (b) I have an appointment with the doctor <u>at</u> 3:00 (c) We sleep <u>at</u> night	At + a specific time on the clock  At + night
<b>In</b>	(d) My Birthday is <u>in</u> October (e) I was born <u>in</u> 1980 (f) We have class <u>in</u> the morning (g) Bob has class <u>in</u> the morning (h) I study <u>in</u> the evening	In + month In + year In + the morning In + the afternoon In + the evening
<b>On</b>	(i) I have class <u>on</u> Monday (j) I was born <u>on</u> April 26, 1980	On + day of the week  On + date

### Extended time (starting at one point and ending at another / duration) \_\_\_\_\_

Since            I have not seen him since Monday. (since gives the beginning point. If it is used with the present perfect tense, the end point is now)

By                I can see you by Monday. (by implies no later than, at any time up to this point).

From – to        I can see you from ten o'clock to two o'clock. A beginning point with (or until, till)



For I can see you for one hour. (for giving a quantity of time). It is usually accompanied by a number (I waited for two hours) or by an adjective of indefinite quantity (I haven't seen him for some time; he has been working very hard for many weeks). In informal use, for may be omitted before a number (I waited two hours)

During I can see you during the week. (during gives a block of time, usually thought of as undivided).

In / Within I can see you in an hour from now. (in gives a quantity of time, before which something will happen).

The population has doubled in the last ten years. (in corresponds to during, but is used with quantity rather than with a single block of time.

#### Sequence of time (event that follow one another)

Before I will see you before Wednesday. (the event precedes the time given in the before phrase).

Prior to is a literary equivalent of before.

After I will see you after Wednesday. (the event precedes the time given in after phrase).

Subsequent to is a literary equivalent of after.

Preposition of time may introduce not only adverbial prepositional phrase, as in those just given, but the may also introduce adjective phrase that modify nouns or pronouns. E.g:

The meeting	<u>On</u> September 16	Has been cancelled
	<u>At</u> five o'clock	
	<u>In</u> september	

## 2. prepositions of position or place

### The point itself

In/inside      there was no one inside the house. (inside emphasizes the containment).

On              put the dishes on the table. (on indicates the surface of something a floor, a wall, a ceiling, a desk, a street).

At              he is at school. (at refers to a general vicinity). At is also used for addresses with street number (he lives at 200 park avenue).

Raymond Murphy concluded that there are some eceptions commonly used to state the prepositions of the point position itself.

### Higher or lower than a point

Higher

Over      the plane flew over the mountains. (over is felt to be generally higher than a point).

Above    he lives on the floor above us. (above is felt to be directly higher than a point).

Lower

Under    a subway runs under this street. (under is felt to be generally lower than a point).

3. prepositions of direction (movement in regard to a point).

To – from    he always walks to school from his home.

Toward      the pilgrims headed toward Mecca.

Away from    the moved away from their old neighborhood.

Up – down    he climbed up(or down) the stairs.

#### **4. The Correlation between Preposition and Recount Text Writing**

From the previous definition, where recount text is kind of text that functions to report an event or activity in the past. A recount text has generic structure and generic features that should be achieved by the writers.

Therefore, the ability to write recount means that the ability to retell past events. Mastering preposition is a must. Besides, in the School Based Curriculum the ability to write recount constitutes the ability to communicate or communicative competence. On the other hand, preposition is the linguistic competence required by

students in order to communicate well. It constitutes one of the competences which supports communicative competence.

## **B. Operational Concept**

Operational concept is used to give the explanation about theoretical framework to clarify the concepts used in this research. Operational concept is also to avoid misunderstanding and misinterpreting in a specific study as a concept that is still operated in abstract.

Regarding the statement above, writer concludes that there are some factors needed to be operated in the operational concept. There are two variable in this research. They are variable X, which is prepositions and variable Y which is recount text writing.

1. The indicators of prepositions mastery
  - a. The students are able to choose the correct prepositions of time (at, in, on, for).
  - b. The students are able to choose the correct prepositions of place (in, on, at, from).
  - c. The students are able to use prepositions of time (at, in, on, for) in the sentence.
  - d. The students are able to use prepositions of place (in, on, at, from). In the sentence.

2. The indicators of recount text writing
  - a. The students are able to write generic structure in writing recount text clearly.
  - b. The students are able to write prepositions of time in writing recount text correctly.
  - c. The students are able to write prepositions of place in writing recount text correctly.

### **C. Relevant Research**

In fact, there are some relevant researches, which have relevancy in this research. A Descriptive Study on Students' Ability in Using Prepositions in Simple Sentence at The Second Year Students of State Islamic Senior High School 1 Pekanbaru ". It was written by Zaujar Helmi (2002).<sup>27</sup> The design of the research was Descriptive study. The researcher use test to collect the data. From this research, the research found that the score of students' score was 22.6 is categorized in poor level.

The second research entitled "A Correlation between Students' Grammar Achievement and Their Ability in Writing at the Third Year Students of (Madrasah

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<sup>27</sup> Zaujar Helmi. A Descriptive Study on Students' Ability in Using Prepositions in Simple Sentence at the Second Year Students of State Islamic Senior High School 1 Pekanbaru. (Pekanbaru: Unpublished. 2002)

Tsanawiyah Negeri) MTSN Pekanbaru”.<sup>28</sup> It was written by Herlina Haflar (2008). In this research the writer focused on the tenses (present tense, simple past tense, simple future tense) and short paragraph writing ability. In analyzing the data, she used SPSS version 16.0. In her research, hypothesis null was accepted because the score of correlation coefficient obtained (0.246) was smaller than the value at both significance level 5% (0.273) and 1% (0.354). Meaning that, there is no correlation between students’ grammar achievement and students’ ability in writing short paragraph.

Both of relevant researches contribute to the writer’s research. From both, the writer gets much information to conduct the research where from the first research; it can be understood that preposition mastery can give contribution to writing ability. It means preposition mastery that is one of the grammar studies can be correlated with recount text writing. In the second research, the writer gets information that the correlational study always gives the new information about research. It can be seen from the research finding from second researcher that she did not find the correlation between grammar mastery and writing ability in short paragraph, even though in the theory, grammar is one of the assessments to measure the writing.

Actually, this research is different from those researches because both topics are still general. In this research, the writer limits it into preposition mastery

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<sup>28</sup> Herlina Haflar. A Correlation Between Student’s Grammar achievement and Their Ability in Writing at the Third Year Students of (Madrasah Tsanawiyah Negeri) MTsN Pekanbaru. (Pekanbaru: Unpublished.2008)

and recount text writing. Therefore, the writer is interested in discussing topic about correlation between prepositions mastery and recount text writing.

#### **D. The Assumption and Hypothesis**

##### **1. The Assumption**

The assumption of this research is follows:

- a. The students' prepositions mastery is varied.
- b. The students' ability is different in producing recount text.

##### **2. The Hypothesis**

Ho: There is no significant correlation between prepositions mastery and recount text ability of the first year students at State Junior High School 1 XIII Koto Kampar.

Ha: There is a significant correlation between prepositions mastery and recount text ability of the first year students at State Junior High School 1 XIII Koto Kampar.





## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The design used in this research is correlational research. Correlational research is designed to investigate the nature and strength of functional relationships among the variables of interest to the researcher.<sup>29</sup> Anderson states this design allows you to predict an outcome, such as prediction that ability, quality of schooling, students' motivation, and academic course work influence students' achievement.<sup>30</sup>

It is necessary to clarify briefly the variables used in analyzing the problem. Actually, there are two variables, there is X variable which is prepositions mastery. The second is Y variable, which is the writing recount text.

#### B. The Location and Time of the Research

This research was conducted at SMPN 1 XIII Koto Kampar located at Pelajar street No. 2 in Batu Bersurat Sub District of Kampar Kampar Regency and the data were taken from September 03-18, 2011.

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<sup>29</sup> James Dean Brown. *Understanding Research in Second Language learning*. (New york: Cambridge University Press. 1988). p. 126

<sup>30</sup> John W. Cresswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Third Edition. (New Jersey: Pearson Merrill Prentice Hall. 2008). p. 356

### C. The Subject and Object of the Research

The subject of this research was the first year students of SMPN 1 XIII Koto Kampar, while the object was the prepositions mastery and the recount text writing ability.

### D. The Population and Sample of the Research

The population of this research was the first year students of SMPN 1 XIII Koto Kampar. They were 45 students. They consisted of 2 classes. Suharsimi Arikunto states that if the amount of the subject is less than 100, it is better to take all the population and if the amount of the subject is more than 100, it is better to take 10-15% and 20-25% of the population.<sup>31</sup> Because the population of the sample was less than 100, so writer took all of the population to be the sample.

To know and make clear the population and sample of this research, the table bellow is the condition of Students' of SMPN 1 XIII Koto Kampar.

**Table 1**  
**The Population and Sample of the First Year Students of SMPN 1 XIII Koto Kampar**

No.	Class	Students	Sample
1.	1 <sup>1</sup>	23 students	23 students
2.	1 <sup>2</sup>	22 students	22 students
TOTAL		45 students	45 students

**Taken from:** Data Keadaan Siswa SMPN 1 XIII Koto Kampar 2011

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<sup>31</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta. 2006). p. 112

### E. The Technique of Data Collection

The technique of data collection was test. Test is some questions or exercises and instrument to measure skill, knowledge, intelligence, and ability of individual and group.<sup>32</sup> The two variables in this research were categorized into ability, and test was the appropriate technique for this research. It was used to determine the students' prepositions mastery and the recount text writing. The test consisted of two types:

1. The test of prepositions mastery consisted of two kinds of questions, Multiple-choice items had ten questions and fill items had ten questions. The test was dealing with the prepositions mastery.
2. The test of writing ability of recount text. The writer distributed the writing tests to the sample based on their holiday.

The product moment correlation coefficient is obtained by considering the degree of freedom  $(df) = N - nr$ ; ( $N$  = number of sample,  $nr$  = number of variable). In analyzing the data, the writer used score of each variable and to know the scores' category of students' prepositions mastery that is based on the table below.

**Table 2**  
**The Scores' Categories of Students' preposition Mastery**

No.	The Score Level	Level of Ability
1.	80-100	Very good
2.	66-79	Good

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<sup>32</sup> Suharsimi Arikunto. Op.Cit. p. 150

.3.	56-65	Enough
4.	46-55	Less
5	0-45	Fail

It means that to get score 0-100 for the students' prepositions mastery. The writer used the formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Individual score  
R = Right answers  
N = Number of items  
100 = Standard Mark

Harahap (1982, in Jonri Kasdi 2006)<sup>33</sup>

The students' ability in writing recount text can be measured by using ESL Composition Profile.<sup>34</sup>

#### 1. Content

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, substantive, relevant to assigned topic
25-22	Good to average	Some knowledgeable of subject, adequate range, mostly relevant to topic, but lacks detail
21-17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic

<sup>33</sup> JonriKasdi. A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau. (Unpublished. 2006). p. 21

<sup>34</sup> Arthur Hughey, Jane B., et al., *Teaching ESL Composition: Principles and Techniques*. (Rowley, Massachusetts: Newbury House Publishers, Inc., 1983)

## 2. Organization

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
17-14	Very good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
13-10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
9-7	Very poor	Does not communicate, no organization, not enough to evaluate

## 3. Vocabulary

Score	Level	Criteria
20-18	Excellent to very good	Effective word/idiom choice and usage, word form mastery
17-14	Good to average	Occasional errors of word/idiom form, choice, usage, meaning confused not obscured
13-10	Fair to good	Frequent errors of words/ idiom, choice, usage, meaning confused or obscured
9-7	Very poor	Little knowledge of English vocabulary, idioms, word form, not enough to evaluate

## 4. Language use

Score	Level	Criteria
20-18	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, articles, pronouns, prepositions
17-14	Very good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, articles, pronouns, prepositions
13-10	Fair to poor	Major problems in simple/ complex constructions, frequent errors of negation,

		agreement, tense, number, articles, pronouns, prepositions and or , deletions, meaning confused or obscured
9-7	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate

### 5. Mechanics

Score	Level	Criteria
10	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization
7	Very good to average	Occasional errors of spelling, capitalization, but meaning not obscured
4	Fair to poor	Frequent errors of spelling, capitalization, punctuation, obscured
2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, sentencing not enough to evaluate.

Based on the ESL Composition Profile above, there are five aspects to measure writing ability namely content, organization, vocabulary, language use, and mechanism. So, the specification of the test can be based on the following table.

**Table 3**  
**The Specification of Test**

No	Writing skill	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	20
5	Mechanism	10
	Total	100

## F. The Technique of Data Analysis

To analyze the students' prepositions mastery and the students' ability in writing recount text, the writer used graduated standard of English lesson in SMPN 1 XIII Koto Kampar that was 60 for students' ability in English subject. For those who get score < 60, they do not pass graduated standard (SKL), and who get score ≥ 60, they pass the graduated standard.

The data were analyzed statistically. They were analyzed by using product moment correlation coefficient formula through using SPSS 16.0. The Product Moment Correlation Coefficient is obtained by considering the degree of freedom (df) = N – nr; (N= number of sample, nr = number of variable)

Statistically the Hypotheses are:

$$H_a: r_o \geq r_{table}$$

$$H_o: r_o < r_{table}$$

1.  $H_a$  Is accepted if  $r_o \geq r_{table}$  or there is a significant correlation between the students' prepositions mastery and their ability in writing recount text.
2.  $H_o$  Is accepted if  $r_o < r_{table}$  or there is no significant correlation between the students' prepositions mastery and their ability in writing recount text.

### G. The Reliability and the Validity of the Test

According to brown, reliability has to do with accuracy of measurement.<sup>35</sup>

This kind of accuracy is reflected in the obtaining similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistently. It means the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability, the mean and the standard deviation of the test must be known. Validity generally refers to appropriateness of a given test or any of its component parts as measure of what it is intended to measure. It means that the test will be valid to the extent that is measured what it is supposed to measure.

The validity and reliability are related. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable. To know the reliability of the test, the writer used the following formula:<sup>36</sup>

$$r \text{ total test} = \frac{(K)(SD)^2 - \sum(X - \bar{X})^2}{(SD)^2(K-1)}$$

r = The reliability

K = The number of items in the test

SD = Standard deviation of the scores

$\bar{X}$  = The mean score of the test

X = The standard deviation of the test

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<sup>35</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc. 2003). p. 19-27

<sup>36</sup> L. R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application Sixth Edition*. (New Jersey: Prentice-Hall, Inc, 2000). p. 174



The categories of reliability test are as follows:<sup>37</sup>

**0.0-0.20** = Reliability is low

**0.21-0.40** = Reliability is sufficient

**0.41-0.70** = Reliability is high

**0.71-1.0** = Reliability is very high

The writer used content validity in this research to measure the students' prepositions mastery and their ability in writing recount text. The test instrument was used in which questions were based on categories studied in writing at the first year students of SMPN 1 XIII Koto Kampar.

Based on the formula above, the test reliability of prepositions mastery can be seen as follows:

$$\begin{aligned}
 r \text{ total test} &= \frac{(K)(SD)^2 - \bar{X}(K - \bar{X})}{(SD)^2(K-1)} \\
 r \text{ total test} &= \frac{(20).(20.39)^2 - (61)(20-61)}{(20.39)^2.(20-1)} \\
 &= \frac{(20.415.76) - (61)(-41)}{(415.76).(19)} \\
 &= \frac{8315.2 - 102}{7899.44} \\
 &= \frac{8213.2}{7899.44} \\
 &= 1.04 \text{ (Reliability is very high)}
 \end{aligned}$$

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<sup>37</sup> J. B. Heaton. *Writing English Language Tests*. (New York: Cambridge University Press. 1988). p. 164

Based on the formula above the test of prepositions mastery is reliable because the result of test reliability of preposition mastery is categorized into very high level.

For variable Y (recount text writing ability), the writer used inter rater reliability because the test of recount text writing was rated by two raters. Inter judge reliability could be obtained by having two or more judge independently score the tests and then compare the scores each judge gave to each test taker. Meaning that, both of raters' score could be correlated.

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Description of Research Variable**

This research consists of two variables; independent variable, prepositions mastery (X), and dependent variable, recount text writing ability (Y). The data were obtained on both variables by using test, which consisted of two tests.

##### **a. Prepositions test**

The test of students' prepositions mastery consisted of 20 questions.

There were two kinds of question, multiple-choice items and fill items.

There were 10 questions on every kind of this test.

##### **b. Recount text writing test**

The test of recount text writing consisted of recount in past retelling about past holiday.

The data of the research were the test score of the students' prepositions mastery and the test score of the students' recount text writing ability. The data were collected through the following procedures:

- 1). The writer gave try out for 45 students to know the item difficulties of the test.
- 2). There were 20 questions of prepositions given to 45 students.

- 3). The test of recount text writing was written in the blank sheets
- 4). The test of recount text writing was evaluated by 2 raters.

## 2. Data Presentation of the Students' Preposition Mastery

Actually, there were five categories of score in this research, The table below shows the students' scores of prepositions and the category of the score itself. The data about students' prepositions mastery can be seen in the following table:

**Table 4**  
**Students' Score of Prepositions Mastery**

<b>Students</b>	<b>Score</b>	<b>Category</b>	<b>Students</b>	<b>Score</b>	<b>Category</b>
Student 1	30	Fail	Student 24	30	Fail
Student 2	35	Fail	Student 25	70	Good
Student 3	60	Enough	Student 26	85	Very good
Student 4	50	Less	Student 27	95	Very good
Student 5	75	Good	Student 28	45	Fail
Student 6	50	Less	Student 29	45	Fail
Student 7	75	Good	Student 30	50	Less
Student 8	45	Fail	Student 31	55	Less
Student 9	80	Very good	Student 32	80	Very good
Student 10	65	Enough	Student 33	80	Very good
Student 11	45	Fail	Student 34	90	Very good
Student 12	20	Fail	Student 35	90	Very good
Student 13	55	Less	Student 36	60	Enough
Student 14	85	Very good	Student 37	70	Good
Student 15	60	Enough	Student 38	50	Less
Student 16	75	Good	Student 39	90	Very good
Student 17	75	Good	Student 40	80	Very good
Student 18	50	Less	Student 41	35	Fail
Student 19	75	Good	Student 42	40	Fail
Student 20	80	Very good	Student 43	85	Very good
Student 21	35	Fail	Student 44	60	Enough
Student 22	45	Fail	Student 45	75	Good
Student 23	20	Fail			

Based on the table above, the frequency of score category can be seen. To know the category percentage of the students' prepositions mastery. It can be seen in the following table.

**Table 5**  
**The Category Percentage of the Students' Score of prepositions Mastery**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very good	12	26.7%
2	Good	8	17.8%
3	Enough	5	11.1%
4	Less	7	15.5%
5	Fail	13	28.9%
	Total	45	100%

From the table above, it can be seen that there are 5 categories of the students' prepositions mastery-test score. The frequency of the students who got very good category was 12 students, the students who got good category was 8 students, the students who got enough category was 5 students, the students who got less category was 7 students, and the students who got fail category was 13 students. It can be concluded that fail category has the biggest frequency.

Besides the classification above, the writer tried to find out the distribution of the students' prepositions mastery score by using descriptive statistic through 16.0 version. It can be seen in the following table:

**Table 6**  
**The Distributon of Frequency of the Students' Prepositions Mastery-Test Score**

<b>Score</b>	<b>Frequency</b>	<b>Percentage (%)</b>
20	2	4.4%
30	2	4.4%
35	3	6.7%
40	1	2.2%
45	5	11.1%
50	5	11.1%
55	2	4.4%
60	4	8.9%
65	1	2.2%
70	2	4.4%
75	6	13.3%
80	5	11.1%
85	3	6.7%
90	3	6.7%
95	1	2.2%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

Based on the table above, it can be seen that there were 2 students (4.4%) who got score 20, 2 studens (4.4%) got score 30, 3 students (6.7%) got score 35, 1 student (2.2%) got score 40, 5 students (11.1%) got score 45, 5 students (11.1%) got score 50, 2 students (4.4%) got score 55, 4 students (8.9%) got score 60, 1 student (2.2%) got score 65, 2 students (4.4%) got score 70, 6 students (13.3%) got score 75, 5 students (11.1%) got score 80, 3 students (6.7%) got score 85, 3 students (6.7%) got score 90 and 1 student (2.2%) got 95. The total frequency is 45. It can be concluded that score 75 has the biggest frequency.

### 3. Data Presentation of the Students' Recount Text Writing Ability

Generally, there were two raters who scored the recount text writing. The following table is the description of the students' recount text writing ability score.

**Table 7**  
**Students' Score in Recount Text Writing Ability**

Student	Score			Student	Score		
	Rater 1	Rater 2	Final score		Rater 1	Rater 2	Final score
1	67	59	<b>63</b>	24	68	72	<b>70</b>
2	58	38	<b>48</b>	25	60	47	<b>53.5</b>
3	66	71	<b>68.5</b>	26	63	45	<b>54</b>
4	61	61	<b>61</b>	27	54	72	<b>63</b>
5	68	68	<b>68</b>	28	54	72	<b>63</b>
6	63	51	<b>57</b>	29	60	77	<b>68.5</b>
7	50	72	<b>61</b>	30	50	66	<b>58</b>
8	68	68	<b>68</b>	31	50	59	<b>54.5</b>
9	66	71	<b>68.5</b>	32	63	45	<b>54</b>
10	61	71	<b>66</b>	33	54	80	<b>67</b>
11	60	66	<b>63</b>	34	63	61	<b>62</b>
12	54	45	<b>49.5</b>	35	66	76	<b>71.5</b>
13	57	61	<b>59</b>	36	63	72	<b>67.5</b>
14	56	71	<b>63.5</b>	37	54	45	<b>49.5</b>
15	60	45	<b>52.5</b>	38	60	45	<b>52.5</b>
16	54	45	<b>49.5</b>	39	72	77	<b>74.5</b>
17	67	61	<b>64</b>	40	65	72	<b>68.5</b>
18	58	72	<b>65</b>	41	63	46	<b>54.5</b>
19	54	66	<b>60</b>	42	66	45	<b>55.5</b>
20	52	77	<b>64.5</b>	43	61	45	<b>70.5</b>
21	60	43	<b>51.5</b>	44	66	61	<b>63.5</b>
22	54	46	<b>50</b>	45	66	72	<b>69</b>
23	63	71	<b>67</b>				

To determine the final score, the writer used the following formula:

$$\text{Final score} = \frac{\text{Score rater 1} + \text{Score rater 2}}{2}$$

To make clear about the distribution frequency of the students' recount text writing ability, it can be seen in the following table:

**Table 8**  
**The Distribution of Frequency of the Students' Recount Text Writing Ability**

<b>Score</b>	<b>Frequency</b>	<b>Percentage 100%</b>
48	1	2.2%
49.5	3	6.7%
50	1	2.2%
51.5	1	2.2%
52.5	2	4.4%
53.5	1	2.2%
54	2	4.4%
54.5	2	4.4%
55.5	1	2.2%
57	1	2.2%
58	1	2.2%
59	1	2.2%
60	1	2.2%
61	2	4.4%
62	1	2.2%
63	4	8.9%
63.5	2	4.4%
64	1	2.2%
64.5	1	2.2%
65	1	2.2%
66	1	2.2%
67	2	4.4%
67.5	1	2.2%
68	2	4.4%
68.5	4	8.9%
69	1	2.2%
70	1	2.2%
70.5	1	2.2%
71.5	1	2.2%
74.5	1	2.2%
<b>Total</b>	<b>45</b>	<b>100%</b>



Based on the table above, it can be seen that there was 1 student (2.2%) who got score 48, 3 students (6.7%) got score 49.5, 1 student (2.2%) got score 50, 1 student (2.2%) got score 51.5, 2 students (4.5%) got score 52.5 , 1 student got (2.2%) score 53.5, 2 students (4.4%) got score 54, 2 students (4.4%) got score 54.5, 1 student (2.2%) got score 55.5, 1 students (2.2%) got score 57, 1 students (2.2%) got score 58, 1 students (2.2%) got score 59, 1 student (2.2%) got score 60, 2 students (4.4%) got score 61, 1 student (2.2%) got score 62, 4 students (8.9%) got score 63, 2 student (4.4%) got score 63.5, 1 student (2.2%) got score 64, 1 student (2.2%) got score 64.5, 1 student (2.2%) got score 65, 1 student (2.2%) got score 66, 2 students (4.4%)) got score 67, 1 student (2.2%) got score 67.5, 2 students (4.4%) got score 68, 4 students (8.9%) got score 68.5, 1 student (2.2%) got score 69, 1 student (2.2%) got score 70, 1 student (2.2%) got score 70.5, 1 student (2.2%) got score 71.5, 1 student (2.2%) got score 74.5 The total frequency was 45.

## **B. The Data Analysis**

The data analysis presented the statistical result followed by the discussion about The Correlation between Prepositions Mastery and Ability in Writing Recount Text of the First year Students at State Junior High School 1 XIII Koto Kampar Kampar Regency. In analyzing data, the main score and the standard deviation were analyzed by using Pearson Product Moment Correlation formula, SPSS 16.0 version.

## 1. Data Analysis of Prepositions Mastery

The data of the students' prepositions mastery were obtained from the result of their prepositions mastery test. The data can be described as follows:

**Table 9**  
**The Score of the Students' Prepositions Mastery**

Score (x)	Frequency (f)	Fx	Graduated Standard
20	2	40	No pass
30	2	60	No pass
35	3	105	No pass
40	1	40	No pass
45	5	225	No Pass
50	5	250	No Pass
55	2	110	No Pass
60	4	240	Pass
65	1	65	Pass
70	2	140	Pass
75	6	450	Pass
80	5	400	Pass
85	3	255	Pass
90	3	270	Pass
95	1	95	Pass
TOTAL	45	2745	

Based on the data above, there were 20 students who did not pass the graduated standard (SKL), or the score was < 60 while there were 25 students who passed the graduated standard (SKL), or the score was ≥ 60.

The percentage of the students who passed the graduated standard (SKL) as follows:

$$= \frac{20}{45} \times 100\%$$

$$= 44.4 \%$$

The percentage of students who pass the graduate standard (SKL) as follows:

$$= \frac{25}{45} \times 100\%$$

$$= 55.6 \%$$

From the result, the percentage of student who passed the graduated standard is 55.6% and the percentage of student who did not pass the graduated standard is 44.4%. So, the result is the percentage of student who passed the graduated standard is bigger than the percentage of student who did not pass the graduated standard

Besides, it can also be seen that the total frequency is 45 and the total scores is 2745, so that Mean (Mx) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows:

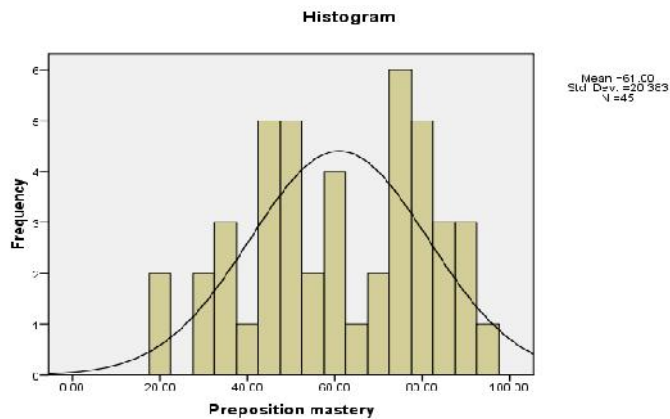
**Table 10**  
**Mean and Standard Deviation Score of Prepositions Mastery**

<b>Mean</b>	<b>61.0000</b>
<b>Standard deviation</b>	<b>20.38270</b>

From the table above, the distance between Mean (Mx) and Standard Deviation ( $\delta$ ) is too far. Meaning that, the scores obtained are normal.

The chart below is the frequency of the students' prepositions mastery.

**Chart 1**  
**The Frequency of the Students' Prepositions Mastery**



## 2. Data Analysis of Recount Text Writing Ability

The data of the students' recount text writing ability were obtained from the result of their recount Text Writing Ability test. The data can be described as follows:

**Table 11**  
**The Score of the Students' Recount Text Writing Ability**

Score	Frequency	Fx	Graduated score
48	1	48	No Pass
49.5	3	148.5	No Pass
50	1	50	No Pass
51.5	1	51.5	No Pass
52.5	2	105	No Pass
53.5	1	53.5	No Pass
54	2	108	No Pass
54.5	2	109	No Pass
55.5	1	55.5	No Pass
57	1	57	No Pass
58	1	58	No Pass
59	1	59	No Pass
60	1	60	Pass

61	2	120	Pass
62	1	62	Pass
63	4	252	Pass
63.5	2	127	Pass
64	1	64	Pass
64.5	1	64.5	Pass
65	1	65	Pass
66	1	66	Pass
67	2	134	Pass
67.5	1	67.5	Pass
68	2	136	Pass
68.5	4	274	Pass
69	1	69	Pass
70	1	70	Pass
70.5	1	70.5	Pass
71.5	1	71.5	Pass
74.5	1	74.5	Pass
Total	45	2750.5	Pass

Based on the data above, there were 17 students who did not pass the graduated standard (SKL), or the score was < 60 while there were 28 students who passed the graduated standard (SKL), or the score was ≥ 60.

The percentage of students who did not pass the graduated standard (SKL) as follows:

$$= \frac{17}{45} \times 100\%$$

$$= 37.8\%$$

The percentage of students who passed the graduate standard (SKL) as follows:

$$= \frac{28}{45} \times 100\%$$

= 62.2 %

Besides, it can also be seen that the total frequency is 45 and the total scores is 2750.5, so that Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) can be obtained by using SPSS as follows:

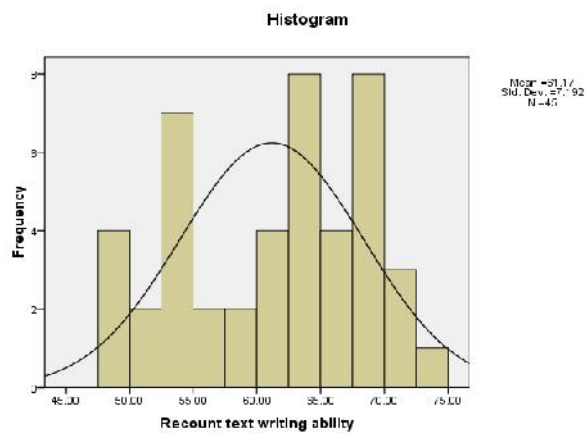
**Table 12**  
**Mean and Standard Deviation Score of Recount Text Writing**

<b>Mean</b>	<b>61.1667</b>
<b>Standard deviation</b>	<b>7.19217</b>

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( $\delta$ ) is too far. Meaning that, the scores obtained are normal.

The chart below is the frequency of students' recount text writing.

**Chart 2**  
**The Frequency of the Students' Recount Text Writing Ability**



### 3. Data Analysis on Correlation Between Prepositions Mastery and Recount Text Writing Ability

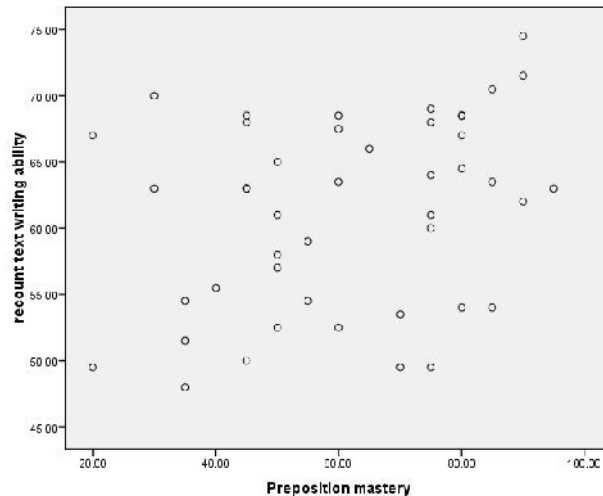
The data on the students' Prepositions mastery and Recount text writing ability can be seen in the following table.

**Table 13**  
**The Result of Variable X and Y**

Score					
Student	Prepositions Mastery	Recount Text Writing	Student	Prepositions Mastery	Recount Text Writing
Student 1	30	63	Student 24	30	70
Student 2	35	48	Student 25	70	53.5
Student 3	60	68.5	Student 26	85	54
Student 4	50	61	Student 27	95	63
Student 5	75	68	Student 28	45	63
Student 6	50	57	Student 29	45	68.5
Student 7	75	61	Student 30	50	58
Student 8	45	68	Student 31	55	54.5
Student 9	80	68.5	Student 32	80	54
Student 10	65	66	Student 33	80	67
Student 11	45	63	Student 34	90	62
Student 12	20	49.5	Student 35	90	71.5
Student 13	55	59	Student 36	60	67.5
Student 14	85	63.5	Student 37	70	49.5
Student 15	60	52.5	Student 38	50	52.5
Student 16	75	49.5	Student 39	90	74.5
Student 17	75	64	Student 40	80	68.5
Student 18	50	65	Student 41	35	54.5
Student 19	75	60	Student 42	40	55.5
Student 20	80	64.5	Student 43	85	70.5
Student 21	35	51.5	Student 44	60	63.5
Student 22	45	50	Student 45	75	69
Student 23	20	67			

Based on the table above, it can be made the chart of Recount text writing and Preposition mastery score. The chart is below:

**Chart 3**  
**Scatter Plot**



From the table and the chart above, it is necessary to conduct descriptive statistics by using SPSS version 16.00. The calculation can be seen in the following table.

**Table 14**  
**Descriptive Statistics**

Variable	Mean	Std. Deviation	N
<b>X</b>	<b>61.0000</b>	<b>20.38270</b>	45
<b>Y</b>	<b>61.1667</b>	<b>7.19217</b>	45

Based on the table above, it can be seen that Mean (M<sub>x</sub>) and Standard Deviation ( $\delta$ ) of variable (X) or The Prepositions Mastery are (61.0000 and 20.38270), while the Mean (M<sub>x</sub>) and Standard Deviation of variable (Y) or The Recount Text Writing Ability are (61.1667 and 7.19217). The following table will describe the correlation between two variables in this research.



Correlations

		Preposition mastery	Recount text writing ability
Preposition mastery	Pearson Correlation	1	.306*
	Sig. (2-tailed)		.041
	Sum of Squares and Cross-products	18280.000	1975.000
	Covariance	415.455	44.886
	N	45	45
Recount text writing ability	Pearson Correlation	.306*	1
	Sig. (2-tailed)	.041	
	Sum of Squares and Cross-products	1975.000	2276.000
	Covariance	44.886	51.727
	N	45	45

\*. Correlation is significant at the 0.05 level (2-tailed).

From the table above, it can be seen that  $r$  null is 0.306 and  $df$  is 43. The  $r$  null obtained is compared to  $r$  table at 5%. At level 5%,  $r$  table is (0.288). Based on  $r$  table, it can be analyzed that  $r$  null is higher than  $r$  table at level 5%. So that, the writer can conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that there is a positive significant correlation between X and Y (prepositions mastery and recount text writing ability at the first year students of SMPN 1 XIII Koto Kampar Kampar Regency). In other words, the higher students' prepositions mastery is, the higher students' recount text writing ability. To measure the strength of the relationship both of variables, it needs to calculate the coefficient of determination, squaring the value of Pearson Product Moment ( $r=0.306$ )  $r^2=0.094$ (or 9.4%). This means that 9.4% of the variability in recount text writing ability can be determined or explained by

preposition mastery. We can say that students' prepositions mastery explains 9.4% of student's recount text writing ability.

The correlation between students' prepositions mastery and their ability in writing recount text is 0.306. To interpret the coefficient correlation obtained, it is necessary consult the value with coefficient correlation. The degree of relationship can be seen in the following table:

**Table 15**  
**Coefficient Correlations Interpretation**

<b>Interval</b>	<b>Category</b>
<b>0.00 – 0.199</b>	<b>Very low</b>
<b>0.20 – 0.399</b>	<b>Low</b>
<b>0.40 – 0.599</b>	<b>Mediocre</b>
<b>0.60 – 0.799</b>	<b>Strong</b>
<b>0.80 – 1.00</b>	<b>Very strong</b>

*Source:* Sugiono : 2001 in Herlina Haflar (2008:52)

Based on this table, the coefficient correlation obtained is 0.306 which is in the interval 0.20 – 0.399. Thus, the relationship is categorized into low. The value is higher than the value at both significantly level of 5% and hypothesis alternative is accepted and hypothesis null is rejected. It means there is significant correlation between prepositions mastery and ability in writing recount text of the first year students at State Junior High School 1 XIII Koto Kampar Kampar regency.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis explained in chapter IV, the research about The Correlation between Prepositions Mastery and Recount Text Writing Ability at the First Year Students of SMPN 1 XIII Koto Kampar. Finally comes to the conclusions as follows:

1. The first formulation of the problems “. How is the students’ prepositions mastery at State Junior High School 1 XIII Koto Kampar” the answer is enough level. It is based on the result of the test given, dealing with the table of the students classification score, it can be proved that from the mean of the students’ ability in prepositions score 61 which is categorized in enough level.
2. The second formulation “how is the students’ ability in writing recount text at State Junior High School 1 XIII Koto Kampar” the answer is enough level. It is based on the result of the test given, dealing with the table of the students’ classification score, it can be proved that from mean of students’ ability in writing recount text score is 61.1 which is categorized in enough level.
3. The third formulation “is there any significant correlation between students’ prepositions mastery and writing recount text ability at State Junior High School 1 XIII Koto Kampar” the answer is low. It is based on the data analysis in chapter IV, the coefficient correlation

obtained is 0.306 which is in the interval of 0.20 – 0.399. thus, this relationship is categorized low. Based on analysis of Pearson Product-Moment Correlation formula by using SPSS 16.0 version, it could be seen that  $r_a$  was 0.306. It is higher than  $r$  table at level 5 %=(0.288). It could be concluded that  $H_0$  was rejected and  $H_a$  was accepted. It means that there was a significant correlation between prepositions mastery and recount text writing ability at the first year students of SMPN 1 XIII Koto Kampar.

## **B. Suggestion**

Based on the research findings, the writer would like to give some suggestions, especially for the teacher of English, the students who study at first grade. The suggestions are as follows:

1. For the teacher
  - a. Make the students master grammars, especially prepositions because prepositions will support their recount writing.
  - b. Make writing as habitual activities for the students in school.
  - c. The teacher should be able to choose the strategies that make students interested in learning English.

## 2. The student

Based on the conclusions of the research, it was known that there was a significant correlation between prepositions mastery and recount text writing. Therefore, students must master prepositions especially prepositions of time and prepositions of place. Because mastering prepositions determines the good recount text writing especially in improving the generic structure of recount text.

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